DOCUMENT RESUME

ED 203 019 CE 028 978

AUTHOR Armstrong, Susan
TITLE Teacher's Guide for the Competency-Based Education Curriculum for Word Processing.
INSTITUTION West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS AGENCY West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE Dec 80
NOTE 109p.; For a related document see CE 028 979.
AVAILABLE FROM Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271 (write for price).

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Answer Keys; Business Skills; Competence; *Competency Based Education; Definitions; Equipment Maintenance; Equipment Utilization; Job Application; *Job Skills; *Office Machines; *Office Occupations Education; Secondary Education; Typewriting; *Vocational Education
IDENTIFIERS Proofreading; *Word Processing

ABSTRACT

This teacher's guide is designed to accompany the "Student Material for the Competency Based Education Curriculum for Word Processing" (see note). It consists of four sections. An explanation of the validated basis and uses of the curriculum is provided in section 1. The second section contains a list of the 118 tasks (distributed among the areas of introduction to word processing, English/proofreading, typing, office machines, job techniques, office procedures, and operation of word processing equipment) addressed in the student materials. Bibliographies of references required for the curriculum, supplementary references, periodical references, and word processing references follow the task listings. Section 4 (the bulk of the guide) is an answer key for exercises provided in the student materials. (MN)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED203019

# TEACHER'S GUIDE

# FOR THE

# COMPETENCY-BASED EDUCATION CURRICULUM

# FOR

# WORD PROCESSING

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Thomas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared by

Susan Armstrong, Business Instructor
PRT Vocational-Technical Center
St. Marys, West Virginia 26170

Produced at

THE WEST VIRGINIA VOCATIONAL CURRICULUM LABORATORY

by

Fred W. Harrington
Curriculum Coordinator

Larry Froehlich
Curriculum Specialist

Macel Rhodes
Secretary

Thomas P. Thurman
Production Manager

Jeanne Ellison
Librarian

This teacher's guide was developed by Susan Armstrong through the cooperation and support of the Bureau of Vocational, Technical, and Adult Education, West Virginia Department of Education, Charleston, West Virginia.

December 1980

CE028978

WEST VIRGINIA BOARD OF EDUCATION

EXECUTIVE OFFICES

Charleston, West Virginia 25305

Mr. William M. Smith, President
Follansbee, 1982

Dr. Charles H. Wagoner, Vice President
Weston, 1984

Mr. Paul J. Morris, Secretary
Dunbar, 1980

Mr. James P. Clark, Member
St. Albans, 1986

Mr. Duke A. McDaniel, Member
Petersburg, 1987

Mrs. Mary Martha Merritt, Member
Beckley, 1983

Mr. Bob E. Myers, Member
Huntington, 1985

Dr. Carl J. Roncaglione, Member
Charleston, 1981

Mr. Richard N. Schnacke, Member
New Martinsville, 1988

EX OFFICIO MEMBER
Dr. Roy Truby
Superintendent
West Virginia Department of Education

EX OFFICIO MEMBER
Dr. Robert Ramsey
Chancellor
West Virginia Board of Regents

VOCATIONAL EDUCATION PROGRAMS ARE AVAILABLE WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, SEX OR HANDICAP.

PREFACE

It is with great pleasure that we bring you another West Virginia competency based education (CBE) curriculum. This competency based Word Processing Curriculum was developed under contract for West Virginia. The effort was coordinated by staff of the West Virginia Bureau of Vocational, Technical and Adult Education.

This document is organized into seven learning units. The learning units and the competencies for each are given in the list of competencies. Each competency includes a learning checklist, learning activities, and evaluative standards. Where appropriate, student quizzes, work sheets, and information sheets are included.

The competency based Word Processing Curriculum was disseminated to West Virginia business and office instructors at four regional inservices conducted in January, 1981. Additional copies of this curriculum are available from the:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Telephone: 372-8673, or in-state toll free 1-800-642-2670

I trust this material will be of assistance in your program. Any suggestions you may have for improving this curriculum may be sent to our state Curriculum Lab. Through this feedback we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

TABLE OF CONTENTS

Introduction . . . . . 1

Identification & Validation of Tasks . . . . . 2

Developmental Committee. . . . . 3

How to Use This Curriculum . . . . . 4

Acknowledgements . . . . . 6

Course Outline . . . . . 8

List of Competencies/Tasks . . . . . 10

References Required for This Curriculum. . . . . 16

Supplementary References . . . . . 17

Periodical References. . . . . 18

Word Processing References . . . . . 19

Answer Keys. . . . . 20

# INTRODUCTION

This material is designed as an Introductory Word Processing Competency-Based Education (CBE) Curriculum. It has been developed to facilitate the learning of skills necessary to work in the field of word processing. This curriculum is needed to help keep up to date with the changes that are taking place in the business offices today. The student job sheets are intended for use by students and/or the instructor.

The State Department of Vocational, Technical, and Adult Education supports the concept of Competency-Based Education (CBE) because it is based upon occupational relevancy and can account for skills required by an individual to perform on the job. CBE allows for individual progress and thus can provide employable skills for some students after short periods of training and can also lead to preparation for more advanced jobs.

This teacher's guide has been developed so that you may adapt any or all of its contents to accommodate your teaching style. The guide contains an explanation of the curriculum--its validated basis and uses. It also contains a list of tasks, a list of required and supplementary references used in the curriculum, and an answer key for some of the job sheets. This teacher's guide is to be used as a reference. Depending on your teaching style, you may want to use this material primarily to assist you in your own teaching plans. All the material has been developed in enough detail so that it may, with proper supervision, be used by your students. How you use this curriculum is up to you.

## IDENTIFICATION AND VALIDATION OF TASKS

A task force of three business education teachers involved in word processing compiled and validated a list of tasks to be used in developing this word processing CBE curriculum for the West Virginia Department of Education, Bureau of Vocational, Technical, and Adult Education. In addition to the business teacher task force, a vocational director and state supervisor in business and office education helped confirm the final list of competencies/tasks.

A survey was conducted to validate the competencies/tasks in the state of West Virginia. Two separate instruments were developed, one for businesses and one for business teachers. A total of 30 businesses and 30 business teachers were surveyed from the following locations: Charleston, Clarksburg, St. Marys, Parkersburg, Wheeling, Wellsburg, Sistersville, Fairmont, Weirton, Moundsville, New Martinsville, Morgantown, and Martinsburg.

Other sources of information used to identify and validate competencies included the following: V-TECS Catalogs, Word Processing Curriculum Guide, and exemplary progress material.

## DEVELOPMENTAL COMMITTEE

The developmental committee played an important role in the development of this curriculum. The members of the committee consisted of the following people:

1. Susan Armstrong, Business Education teacher, PRT Vocational-Technical Center
2. Richard Brode, Business Education teacher, James Rumsey Vocational Center
3. Izetta Succuro, Business Education teacher, United Career Center
4. Dr. Fred Harrington, State Curriculum Supervisor
5. Ruth Edwards, State Business and Office Education Supervisor

This committee met on several occasions for the following purposes:

1. Establish curriculum format and clarify project objectives
2. Review survey results
3. Review competencies/tasks
4. Finalize competency/task list
5. Review student materials

## HOW TO USE THIS CURRICULUM

This curriculum has been divided into seven modules. Each module is made up of several job sheets that contain related tasks that may be learned at about the same time.

A "task" is a job-related competency. Each job sheet pertains to a single "task," and upon completion of the job sheet, you should be able to accomplish the task listed on the job sheet.

Turn to a job sheet and look at the format. The first line of the job sheet contains the name of the module. On the second line you see a Roman numeral, which numbers each unit. On the third line is the number of each job sheet. (Each unit starts with Job Sheet 1.)

The first major section of the job sheet is the "Task," which is the job-related competency. This tells exactly what should be accomplished.

The second section of the job sheet is the "Materials Needed." This lists what will be needed to perform the task.

Next on the job sheet is the "Learning Activities," which are recommended in order to be able to perform the task. This includes things that can be read, seen, and heard. Situations for practicing skills related to the task are included as well as many other additional activities. By the time the learning activities have been completed, how to and why perform the task should be mastered.

The last section of the job sheet is the "Evaluation." This tells how well the task must be done or, in other words, the standard to which the task must be performed.

Some job sheets are too long to fit on one page. Don't overlook that second page! Also, some job sheets will have extra pages immediately following them. These pages may be "Information Sheets" or "Tests," which supplement textbook or audio-visual information or give important vocabulary terms, etc. These supplemental sheets will be listed under "Materials Needed" on each job sheet. Some of these sheets will not follow the job sheet. In that case, you will have to obtain the supplemental sheets from your instructor.

ACKNOWLEDGEMENTS

The planning, organizing, and coordinating of the development of this competency-based curriculum for word processing required the working together of many people with specialized skills and abilities. Therefore, I would like to personally extend a special thanks to the following people for their assistance:

Richard Brode, Business Teacher, James Rumsey Vocational Center
Izetta Succurro, Business Teacher, United Career Center
Ruth Edwards, Supervisor, Business and Office Education
Kenneth P. Fisher, Director, PRT Vocational-Technical Center
Dr. Fred W. Harington, Coordinator, Curriculum Development
Pleasants County Board of Education, St. Marys, West Virginia
Linda Hooley, Business Teacher, PRT Vocational-Technical Center
Debbie Frederick, Instructor, PRT Vocational-Technical Center
Judy Webb, IMC Coordinator, PRT Vocational-Technical Center
South-Western Publishing Company, Cincinnati, Ohio

It is also appropriate to extend special thanks to those many people who took time from their busy schedules to respond to the task validation survey: Businesses and offices throughout the state of West Virginia and teachers of business and office education throughout the state of West Virginia. Following is a list of the businesses that responded to the survey:

Bureau of Public Debt, Parkersburg, West Virginia
Borg-Warner Chemicals, Parkersburg, West Virginia
Quaker State Oil Refinery, St. Marys, West Virginia
FMC Corporation, So. Charleston, West Virginia
Union Carbide, Sistersville, West Virginia
American Cyanamid, Willow Island, West Virginia
C&P Telephone Company, Wheeling, West Virginia

Wheeling Dollar Bank, Wheeling, West Virginia
Westvaco Corporation, Wellsburg, West Virginia
Union Carbide Corporation, Charleston, West Virginia
Appalachia Education Lab, Charleston, West Virginia
McDonough Coperton, Charleston, West Virginia
Westinghouse, Fairmont, West Virginia
Lowndes Savings Bank & Trust Company, Clarksburg, West Virginia
Carnation Milk, Clarksburg, West Virginia
Wheeling Pittsburgh Steel Corporation, Wheeling, West Virginia
Kanawha Valley Bank, Charleston, West Virginia
Jackson, Hilly, Holt, and O'Farrell, Charleston, West Virginia
Olin Mathas Plant, Clarksburg, West Virginia
Allied Chemical, Moundsville, West Virginia
Union Bank, Harrisville, West Virginia

## COURSE OUTLINE

The curriculum has been organized into seven modules. It is suggested that the students begin with the first module and complete the program in sequence. However, this is not necessary due to the fact that the modules fall independent of each other. Prerequisite skills should be established for this course. It is recommended that students have completed one year of typewriting and type approximately 40 wpm before they are admitted into this program. Following is a brief course outline of this curriculum:

I. Introduction to Word Processing

- A. What is word processing?
- B. Word processing cycle
- C. Four basic parts of a word processing system
- D. Word processing vocabulary
- E. Positions available in word processing

II. English/Proofreading

- A. Punctuation
- B. Grammar
- C. Spelling
- D. Proofreading

III. Typing

- A. Horizontal and vertical centering
- B. Business letters and envelopes
- C. Rough drafts
- D. Manuscripts
- E. Business forms
- F. Programs
- G. Timed writings

IV. Office Machines

- A. Printing calculator
- B. Reprographics
- C. Machine transcription

V. Job Techniques

A. Letter of application
B. Personal data sheet
C. Job interview

VI. Office Procedures

A. Telephone techniques
B. Human relations
C. Filing
D. Decision making/priorities

VII. Operation of Word Processing Equipment

A. Introduction to word processing equipment
B. Setting up the word processing equipment
C. Text processing
D. Text revision
E. Printing
F. Files Management
G. Merging
H. Duplicating and deleting information
I. Care and maintenance of word processing equipment and supplies

## LIST OF COMPETENCIES/TASKS

Following is a list of all the tasks included in each module of this curriculum:

### Unit I - INTRODUCTION TO WORD PROCESSING MODULE

1. Defining word processing and describing the methods of processing words
2. Describing the word processing cycle and how word processing may interact with other office systems
3. Identifying the four basic parts of a word processing system and explaining the role of each part
4. Defining a list of word processing terms and spelling these terms correctly
5. Making an oral or written report on either a correspondence secretarial position, an administrative secretarial position, or a supervisor position in the field of word processing

### UNIT II - ENGLISH/PROOFREADING MODULE

1. Capitalizing words correctly in written communication
2. Expressing numbers correctly (figures or words) in written communication
3. Using abbreviations correctly in written communication
4. Using the comma correctly in written communication
5. Using the hyphen correctly in written communication
6. Using the apostrophe correctly in written communication
7. Using the semicolon, quotation marks, and colon correctly in written communication
8. Using the dash, parentheses, question mark, and exclamation point correctly in written communication
9. Recognizing complete sentences, sentence fragments, and run on sentences
10. Spelling business vocabulary words correctly

11. Spelling commonly misspelled words used in business

12. Choosing the correct words to complete sentences

13. Using the correct form of words that could be written as one word, two words, or hyphenated in written communication

14. Dividing words correctly in written communication

15. Dividing a list of words correctly

16. Taking a vision examination

17. Identifying proofreaders symbols

18. Typing business letters from edited copy

19. Typing reports from edited copy

20. Proofreading and editing business letters

21. Performing proofreading exercises

22. Proofreading and editing copy

UNIT III - TYPING MODULE

(Typing Pretest)

1. Typing horizontal and vertical centering problems

2. Typing business letters with carbon copies using different letter styles

3. Typing business letters with subject lines, attention lines, and special notations

4. Typing from rough drafts

5. Typing an unbound manuscript and a top-bound manuscript with enumerations, quotations, and footnotes

6. Typing a left-bound manuscript with footnotes, a title page, a table of contents, and a bibliography page

7. Typing tabulation problems with columnar headings, subheadings, footnotes, and ruled headings

8. Typing columnar tabulations in a business letter

9. Typing purchase orders, invoices, bills of lading, and statement of accounts

10. Typing telegraphic messages, interoffice memorandums, and interoffice envelopes

11. Typing a banquet program from arranged copy on typing paper

12. Typing a banquet program from arranged copy on mimeograph stencils and running the stencils off on the mimeograph machine

13. Typing a program from unarranged copy on typing paper

14. Typing a program from unarranged copy on mimeograph stencils and running the stencils off on the mimeograph machine

15. Taking a typing post test

UNIT IV-A - OFFICE MACHINES MODULE (Printing Calculator)

1. Adding and subtracting on a printing calculator

2. Multiplying, dividing, and repeat adding on a printing calculator

3. Adding, subtracting, multiplying, and dividing fractions on a printing calculator

4. Multiplying and dividing using a constant on a printing calculator

5. Accummulating totals into memory and doing square and power calculations on a printing calculator

6. Computing discounts, markups, and percentage of markups on a printing calculator

7. Computing commissions, percent of sales, and percent of increase on a printing calculator

8. Prorating expenses and "forcing" computations to balance on a printing calculator

9. Computing payroll on a printing calculator

10. Performing basic calculations on a printing calculator

UNIT IV-B - OFFICE MACHINES MODULE (Reprographics)

1. Answering questions on the stencil duplicating process

2. Typing on a stencil

3. Operating the mimeograph machine

4. Drawing lines on a stencil by using the mimeoscope

5. Operating the electronic stencil maker

6. Answering questions on the spirit/fluid duplicating process

7. Typing on a spirit master

8. Operating the spirit duplicator

9. Operating a copying machine

10. Operating the collator and the paper folder

11. Answering questions on the offset duplicating process

12. Selecting the least costly method of producing the most suitable copies

UNIT IV-C - OFFICE MACHINES MODULE (Machine Transcription)

1. Answering questions on the basic principles of machine transcription

2. Spelling commonly misspelled words in business

3. Marking dictation into thought units and proofreading a letter

4. Listing three types of reference books and three career paths for a transcriber

5. Operating transcribing equipment

6. Transcribing material on transcribing equipment

7. Dictating material for transcription

UNIT V - JOB TECHNIQUES MODULE

1. Applying for a social security card

2. Making a list of at least three job opportunities for word processing and describing the responsibilities for each position

3. Composing and typing a letter of application

4. Composing a letter requesting permission to use a person's name as a reference

5. Composing and typing a personal data sheet

6. Filling out application forms
7. Participating in a job interview
8. Following up a job interview
9. Filling out pre-employment forms

UNIT VI-A - OFFICE PROCEDURES MODULE (Telephone Techniques)

1. Making a general outgoing telephone call
2. Answering the telephone and recording messages
3. Making long distance telephone calls
4. Keeping records of long distance phone calls
5. Listing and defining four common methods of telecommunications
6. Answering the telephone and taking messages for the school

UNIT VI-B - OFFICE PROCEDURES MODULE (Human Relations)

1. Defining a list of terms relating to human relations
2. Rating your personality and understanding yourself
3. Listing successful work attitudes for the business office
4. Classifying and understanding employers
5. Using principles of human relations

UNIT VI-C - OFFICE PROCEDURES MODULE (Filing)

1. Listing and explaining the basic filing system
2. Filing alphabetically
3. Filing numerically, geographically and alphabetically
4. Defining and listing four basic types of micrographics
5. Maintaining files of disks

UNIT VI-D - DECISION MAKING/PRIORITIES

1. Preparing a typewritten report on ways to organize your work efficiently and conserving time and energy when performing office tasks

2. Developing a schedule to analyze the time you spend on major activities in this class

3. Making decisions and setting priorities

4. Participating in a simulation with in-basket activities

UNIT VII - OPERATION OF WORD PROCESSING EQUIPMENT

1. Identifying the basic parts, operations, and functions of word processing equipment

2. Setting up word processing equipment

3. Keyboarding and printing a document on word processing equipment

4. Making minor revisions on a business letter using word processing equipment

5. Keyboarding a report on word processing equipment

6. Editing text on word processing equipment

7. Editing text on word processing equipment and printing it out on continuous form paper

8. Assembling paragraphs on word processing equipment

9. Using bold print and local print on word processing equipment

10. Renaming and duplicating a document on word processing equipment

11. Deleting a document on word processing equipment

12. Keyboarding correspondence on word processing equipment using variable inserts

13. Creating a separate envelope or label printout on word processing equipment

14. Keyboarding statistical information on word processing equipment

15. Duplicating a diskette on word processing equipment

16. Changing ribbons and printwheels on word processing equipment

17. Using the proper care and maintenance for the diskettes of word processing equipment

18. Taking a post test on basic operations and functions of word processing equipment

## REFERENCES REQUIRED FOR THIS CURRICULUM


Cassady, Mona. Word Processing Concepts. Cincinnati: South-Western Publishing Company, 1980.

Cleary, Joseph B. and Lacombe, Joan McCoola. English Style Skill Builders, Third Edition. New York: Gregg Division/McGraw-Hill Book Company, 1980.

Ellis, Betcie Hampton. Word Processing Concepts and Applications. New York: Gregg Division/McGraw-Hill Book Company, 1980.

Kupsh, Joyce, Donna Anderson, Lois Meyer, and Ruth Moyer. Machine Transcription and Dictation. New York: John Wiley and Sons, 1978.

Kushner, John A. and Helen J. Keily. How to Find and Apply for a Job, Third Edition. Cincinnati: South-Western Publishing Company, 1975.

Lessenberry, D. D., T. James Crawford, Lawrence W. Erickson, Lee R. Beaumont, and Jerry W. Robinson. Century 21 Typewriting, Second Edition - Book 2. Cincinnati: South-Western Publishing Company, 1977.

Liguori, Frank E. Basic Typewriting Operations: Principles and Problems. Cincinnati: South-Western Publishing Company, 1965.

Preston, Sharon. Proofreading Student Handbook & Cassette Tapes. Mountain View, CA: Western Tape, 1977.

## SUPPLEMENTARY REFERENCES


Archer, Fred C., Raymond T. Brecker, Jeffrey R. Stewart, Jr. General Office Procedures, Fourth Edition. New York: Gregg and Community College Division/McGraw-Hill Book Company, 1975.

Eggland, Stevan A. and John W. Williams. Human Relations in Business. Cincinnati: South-Western Publishing Company, 1977.

Fasnacht, Harold D., Harry B. Bauernfeind, and Donald W. Vigen. How to Use Business Machines, Third Edition. New York: Gregg Division/McGraw-Hill Book Company, 1969.

Marshall, Ray, Secretary U. S. Department of Labor and Julius Shiskin, Commissioner, Bureau of Labor Statistics. Occupational Outlook Handbook. Washington, DC: U. S. Government Printing Office.

Marshall, Ray, Secretary, U. S. Department of Labor and Ernest Green, Assistant Secretary, Employment and Training Administration. Dictionary of Occupational Titles, Fourth Edition. Washington, DC: U. S. Government Printing Office, 1977.

Oliverio, Mary Ellen and William R. Pasewark. Secretarial Office Procedures, Ninth Edition. Cincinnati: South-Western Publishing Company, 1977.

Pasewark, William R. and Mary Ellen Oliverio. Clerical Office Procedures, Sixth Edition. Cincinnati: South-Western Publishing Company, 1978.

Russon, Allien R. Personality Development for Business, Fourth Edition. Cincinnati: South-Western Publishing Company, 1973.

Stewart, Jeffrey R., Jr., Wanda A. Blockhus, Charles E. Reigel, and Betty L. Schroeder. Office Procedures. New York: Gregg Division/McGraw-Hill Book Company, 1980.

Stewart, Marie M., Frank W. Lanham, Kenneth Zimmer, and Lyn Clark. Business English and Communication, Fourth Edition. New York: Gregg Division/McGraw-Hill Book Company, 1972.

## PERIODICAL REFERENCES


Allen, Thomas R., Jr. "Lack of Communications: The Most Common Deficiency." The Balance Sheet, LXI, No. 2 (October, 1979), pp. 55-56.

Anderson, Avis and Dorothy Brady. "Preparing Students for Careers in Word Processing." Journal of Business Education (December, 1978), pp. 123-126.

Kornblatt, Edward S. "Proofreading is like the weather . . . We can't seem to do anything about it." The Balance Sheet, LX, No. 6 (March, 1979), pp. 262-263.

Lutz, Carol. "Basic Skills in the Futuristic Office." The Balance Sheet, LX, No. 7 (April, 1979), pp. 303-306.

Moody, Patricia Ginn and Anne Lamb Matthews. "Word Processing: More A Matter of Skills Than Equipment." The Balance Sheet, LVIX, No. 5 (February, 1978), pp. 204-206.

Spring, Marietta. "Let's Prepare Students for Word Processing." Journal of Business Education, Vol. 54, No. 6 (March, 1979), pp. 256-257.

"What Does the Coming Decade Hold for WP?" Word Processing Systems (January, 1980), pp. 14-16.

## WORD PROCESSING REFERENCES


Bergerud, Marly and Jean Gonzalez. Word Processing Concepts and Careers. New York: John Wiley and Sons, 1978.

Cassady, Mona. Word Processing Concepts. Cincinnati: South-Western Publishing Company, 1980.

Cecil, Paula B. Word Processing in the Modern Office. Menlo Park, CA: The Benjamin/Cummings Publishing Company, 1976.

Ellis, Bettie Hampton. Word Processing Concepts and Applications. New York: Gregg Division/McGraw-Hill Book Company, 1980.

Klein, A. E. Ph.D. Edited Copy for Word Processing. New York: Dictation Disc Company, 1978.

Kleinschrod, Walter, Leonard B. Kruk, Hilda Turner. Word Processing: Operations, Applications, and Administration. Indianapolis: Bobbs-Merrill Educational Publishing, 1980.

McCabe, Helen M. and Estelle L. Popham. Word Processing A Systems Approach to the Office. New York: Harcourt Brace Jovanovich, Inc., 1977.

Mason, Jennie. Introduction to Word Processing. Indianapolis: Bobbs-Merrill Educational Publishers, 1979.

Mason, Jennie. Word Processing Skills and Simulations. Indianapolis: Bobbs-Merrill Educational Publishers, 1979.

Rosen, Arnold and Rosemary Fielden. Word Processing. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

The first three sections of the text, Word Processing Concepts, are used for this unit. Therefore, all answers and tests (Test I-3) are included in the teacher's manual for Word Processing Concepts. Be sure to look through the teacher's manual carefully because it contains some excellent ideas and activities for use in your classroom. (If time permits, you can include more than the first three sections.) Also, when you give the lectures in this unit, you can use some of the transparencies that are included in the back of the teacher's manual.

Answers to Information Sheet I-4a - Unscrambling Word Processing Terms are on the following page.

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

INFORMATION SHEET I-4a

UNSCRAMBLE THE FOLLOWING WORD PROCESSING TERMS

Group 1

| | | | | | |
|---|---|---|---|---|---|
| 1. | DTIGEIN | Editing | 6. | RNEPTRI | Printer |
| 2. | RIROYTPI | Priority | 7. | TUOTPU | Output |
| 3. | TKESEDIT | Diskette | 8. | RCORSU | Cursor |
| 4. | VIBIASELR | Variables | 9. | VIROINES | Revision |
| 5. | EGOTSRA | Storage | 10. | FUEFRB | Buffer |

Group 2

| | | | | | |
|---|---|---|---|---|---|
| 1. | UNMDCOET | Document | 6. | RTELET | Letter |
| 2. | LNSLCGROI | Scrolling | 7. | TPUNI | Input |
| 3. | MFIELISAC | Facsimile | 8. | PLYFPO | Floppy |
| 4. | RIPRUSEVSO | Supervisor | 9. | YMSETS | System |
| 5. | TSBIUDTONIRI | Distribution | 10. | GLNGIGO | Logging |

ENGLISH/PROOFREADING MODULE

UNIT II

All tests and answer keys for the following job sheets of this unit can be found in the teacher's manual for English Style Skill Builders, Third Edition:

Job Sheets 1-10

Job Sheets 12-14

Job Sheet 20

Answers and suggested activities for Job Sheet 21 are included in the teacher's manual for Proofreading.

The answer key to Job Sheet 11, Job Sheets 15-18, and Job Sheet 22 follows.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11

| | QUIZ 1 | QUIZ 2 | QUIZ 3 | QUIZ 4 | QUIZ 5 | QUIZ 6 |
|---|---|---|---|---|---|---|
| 1. | b | a | a | c | a | a |
| 2. | a | a | b | a | b | b |
| 3. | b | b | c | b | c | b |
| 4. | c | c | b | b | c | a |
| 5. | a | a | b | b | a | b |
| 6. | b | b | b | c | b | c |
| 7. | a | c | b | a | c | b |
| 8. | b | b | c | c | a | a |
| 9. | c | b | a | b | c | b |
| 10. | a | b | b | c | b | a |
| 11. | a | c | b | c | c | b |
| 12. | c | b | c | a | b | a |
| 13. | b | c | a | c | b | a |
| 14. | b | c | c | a | c | c |
| 15. | a | a | a | c | c | a |
| 16. | c | a | b | c | b | b |
| 17. | b | b | c | a | b | b |
| 18. | b | a | b | a | c | c |
| 19. | c | a | a | b | a | b |
| 20. | a | c | a | b | a | b |

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11

| | QUIZ 7 | QUIZ 8 | QUIZ 9 | QUIZ 10 | QUIZ 11 | QUIZ 12 |
|---|---|---|---|---|---|---|
| 1. | c | a | b | a | b | a |
| 2. | c | b | a | b | c | a |
| 3. | a | a | c | a | b | a |
| 4. | b | b | b | c | a | b |
| 5. | c | c | b | b | b | a |
| 6. | a | b | b | a | c | c |
| 7. | b | c | a | b | a | b |
| 8. | b | a | a | c | b | a |
| 9. | a | b | c | a | a | c |
| 10. | b | c | b | b | b | a |
| 11. | c | b | a | a | b | c |
| 12. | b | b | b | c | a | a |
| 13. | b | a | a | a | b | b |
| 14. | a | c | a | b | a | c |
| 15. | c | b | c | b | c | a |
| 16. | b | a | c | a | a | b |
| 17. | a | b | b | b | a | a |
| 18. | b | a | c | a | b | c |
| 19. | c | c | a | b | a | b |
| 20. | b | b | b | c | b | b |

ENGLISH/PROOFREADING MODULE

UNIT II

INFORMATION SHEET II 15a

Practice Exercise 1 - Divide the following words according to the rules you have studied (Example: man|kind)

1. know|ledge
2. ser|vice
3. care|less
4. haven't
5. your|self
6. cross|ing
7. weight
8. poss|ible
9. privi|lege
10. prote|ctive
11. refer|ral
12. strength
13. self-control
14. amount
15. punctu|ation
16. will|ing
17. busi|ness
18. meter
19. correc|tion
20. valu|able

Practice Exercise 2 - Divide the following words according to the rules you have studied. (Example: run|ning)

1. brother-in-law
2. chil|dren
3. shortly
4. run|ning
5. regu|lar
6. wouldn't
7. bulle|tin
8. pre|ferred
9. short|hand
10. John B.|Armstrong
11. them|selves
12. explain
13. toss|ing
14. August 24,|1980
15. evalu|ation
16. 59 Church|Street
17. F.B.L.A.
18. eye|witness
19. checkup
20. unique

ENGLISH/PROOFREADING MODULE

UNIT II

TEST II 15

DIRECTIONS: DIVIDE THE FOLLOWING WORDS CORRECTLY ACCORDING TO THE RULES YOU HAVE STUDIED. (Example: base|ball)

1. October 22, |1980
2. protec|tive
3. shouldn't
4. pene|trate
5. Jason B.| Armstrong
6. sugges|tion
7. letter|head
8. 508 Bryce| Avenue
9. c.o.d.
10. can|ning
11. evalu|ation
12. neatly
13. ser|vice
14. office
15. lec|turer
16. minia|ture
17. mus|tard
18. pro|duct
19. Mrs. Michael| Konnovitch
20. musi|cian
21. pass|ing
22. know|ledge
23. simi|lar
24. occurred
25. impossi|ble

ENGLISH/PROOFREADING MODULE

UNIT II

INFORMATION SHEET II-17a

1. Edit the following paragraph by indicating all needed corrections using proofreaders' symbols.

Everytime your write or copy some thing you should check to make sure it doesnt contian any erors. Acurate proof reading is a skill that clearly shows you accept responsibility for the work you do. thus developing this skills is a good way to help establush your employers confidnece in your ability.

2. Edit the following letter by indicating all needed corrections using proofreade s' symbols.

Current Date

Mr. John g. Armstrong
Employment Supervisor
Armstrong & Armstrong, Inc.
Route 18 box 222
Alma, WV 26320

Dear Mr. armstrong:

As a busines teacher at a vocational center, I am very interested in employment qualifications for highschool graduates. Also I am interested in recieving application forms of businesses and firms with in the state of W. Va.

If you could sent me an application form to use as a reference and keep in my files, I would grately appreciate it. Also, I would like to no some of the basic criteria you use in hiring potential employees, such as the following: What typing speed is acceptable? is shorthand required? Do you have positions for word processors? What is included on your employment tests? Thank your very much for you time, Mr. Armstrong. I will be looking forward to hearing from you in the near future.

Sincerely

Linda Scott
Business Teacher

ref

ENGLISH/PROOFREADING MODULE

Unit II

TEST II-17

A. MATCHING - Put the letter that correctly describes the proofreader symbol in the blank space.

| | | |
|---|---|---|
| i | 1. | a. insert comma |
| g | 2. | b. delete |
| f | 3. | c. set flush, align type |
| l | 4. | d. lower case letters |
| n | 5. | e. transpose |
| o | 6. | f. capital letters |
| b | 7. | g. leave as is, let it stand |
| m | 8. | h. insert period |
| e | 9. | i. move to right |
| q | 10. | j. paragraph |
| a | 11. | k. raise |
| h | 12. | l. space |
| c | 13. | m. close up |
| k | 14. | n. spell out correctly |
| j | 15. | o. insert |
| | | p. italics, underline |
| | | q. move to left |
| | | r. insert apostrope |

B. EDITING - Edit the following letter by indicating all needed corrections using proofreaders' symbols.

Current Date

Mrs. Susan armstrong
28 3rd Street
Alma, WV 26320

Dear mrs. Armstrong:

Thank your for you recent order. We were very plaesed to redieve it.

Your order is being processed now and will be ready for ship ment by the end of the week. We hope you will be delighted with your merchandize. If you are interest in applying for one of our credit cards, please complete and return the enclosed application form.

Yours very truly,

Blaze A. bryce

ref
dc
Enclosure

ENGLISH/PROOFREADING MODULE

UNIT II

INFORMATION SHEET II-18

Problem 1: This letter was typed from edited copy. The letter should be in block style with mixed punctuation.

Current Date

Mr. Jason Bryce
2829 Strongarm Street
Weirton, WV 26062

Dear Mr. Bryce:

As you requested in your letter of October 22, I am enclosing a copy of our current catalog and price list. If there is any additional information that you may need, please do not hesitate to ask. We want to continue doing business with you because we value your patronage, Mr. Bryce.

We are looking forward to a long and profitable business relationship with you.

Sincerely,

ARMSTRONG & ARMSTRONG, INC.

John B. Armstrong
Customer Relations

ref

Enclosures

ENGLISH/PROOFREADING MODULE

UNIT II

INFORMATION SHEET II-18

Problem 2: This letter was typed from edited copy. The letter should be in modified block style with block paragraphs and open punctuation.

Current Date

M & M Supply Company
31 Moon Avenue
Baton Rouge, LA

Gentlemen

This is just a friendly reminder to let you know that we have not received a payment on your account, which was due the first of last month.

We are enclosing a copy of your statement of account so that you can check your records against ours. If we are at fault, please let us know as soon as possible so that we can make the necessary adjustments in our books.

If our statement is correct, please send us a check to bring your account up to date or tell us when we may expect a payment.

Sincerely

Michael S. Hyatt
Credit Manager

ref

Enclosure

ENGLISH/PROOFREADING MODULE

UNIT II

INFORMATION SHEET II-18

Problem 3: This letter was typed from edited copy. The letter should be in modified block style with indented paragraphs. The Punctuation style is up to the student.

Current Date

Mr. Michael J. Fisher
2931 Tracy Blvd.
New York, NY

Dear Mr. Fisher:

I am enclosing a draft of a letter I plan to send to all high school principals in the state of West Virginia. With the letter I plan to mail a copy of our latest catalog of supplies.

Please read the draft carefully and mark any changes you feel may be necessary. I plan to mail this letter at the end of the month. Therefore, I would appreciate hearing from you as soon as possible.

Thank you for your help. I will be anxiously awaiting your reply.

Sincerely,

Michael A. Virtue
Sales Manager

ref

Enclosure

ENGLISH/PROOFREADING MODULE

UNIT II

TEST II-22

A. Identify the following proofreaders' symbols:

1. ℓ - delete
2. ⌒ - transpose
3. Sp - spell correctly
4. stet - leave as it is
5. ] - move to right
6. ^ - insert
7. ⊂ - close up
8. ≡ - capitalize
9. # - insert a space
10. ⊙ - insert a period

B. Edit the following paragraph by making all necessary changes with proofreaders' symbols: (There are ten errors)

Do you realise that you left your blue swaeter at my house last nite? If you need you sweater be fore next month, I will bee happy to mial it toyou. Please let me no your wishs in this matter.

C. The following paragraph was typed from edited copy.

We have just learned that you have moved to Pittsburgh, and we would like to be among the first to welcome you to our city. We would be glad to help you get settled in Pittsburgh. Therefore, if there is anything we can do to help, please let us know.

D. The following paragraph has ten errors. Retype the paragraph correcting all errors.

Perhaps it has just escaped your attention that your subscription to Today's Secretary has expired with the February issue. If you haven't sent us your renewal yet, why not do so today.

E. Proofread the following letter and then retype it and correct all errors. (The letter has ten errors.)

Current Date

Mrs. Barbara Riggs
236 Moke Avenue
Middlebourne, WV 26149

Dear Mrs. Riggs:

It's a pleasure to welcome you to our list of credit customers, and we hope that you will have many opportunities to use the services that we offer our credit customers.

Your credit card is enclosed. This card will make shopping in our store easy and convenient.

Thank you, Mrs. Riggs, for the confidence you have demonstrated in our store by opening an account with us.

Sincerely,

John A. Graham
Credit Manager

ref

TYPING MODULE

UNIT III

The typing pretest should be taken before the students begin the typing module. After they have completed the typing module, the pretest will be given again as a post test (Job Sheet 15).

In this module you should grade all the student's typing work according to your standards. You can use the texts, Basic Typewriting Operations: Principles and Problems and Century 21 Typewriting as references when grading the typing papers.

If you are already using a typing module or if you have developed a typing module for your classes, you can use it in place of this unit as long as all the basic principles of typewriting are included.

Following are the answers to the pretest/post test.

TYPING MODULE

UNIT III

ANSWERS TO TYPING PRETEST/POST TEST

| | | | |
|---|---|---|---|
| 1. | c | 26. | b |
| 2. | a | 27. | c |
| 3. | a | 28. | c |
| 4. | a | 29. | c |
| 5. | b | 30. | b |
| 6. | a | 31. | c |
| 7. | b | 32. | c |
| 8. | c | 33. | a |
| 9. | c | 34. | a |
| 10. | a | 35. | b |
| 11. | b | 36. | a |
| 12. | c | 37. | a |
| 13. | a | 38. | b |
| 14. | c | 39. | b |
| 15. | a | 40. | b |
| 16. | b | 41. | b |
| 17. | b | 42. | b |
| 18. | a | 43. | a |
| 19. | b | 44. | c |
| 20. | b | 45. | b |
| 21. | c | 46. | b |
| 22. | b | 47. | b |
| 23. | c | 48. | c |
| 24. | a | 49. | b |
| 25. | b | 50. | a |

41

OFFICE MACHINES MODULE

UNIT IV-A - PRINTING CALCULATOR

This unit contains nine problem sheets and a final test on the printing calculator. You may have to demonstrate how to work some of the problems for some of your students, but most students should be able to complete this module on their own.

Following are the answers to the problem sheets and the final test covering the basic operations of the printing calculator.

NAME: KEY DATE: _____

OFFICE MACHINES MODULE

UNIT IV-A

Problem Sheet 1

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| 66.60 | 45.60 | 66.04 | 74.60 | 85.60 |
| 44.40 | 40.56 | 60.55 | 47.60 | 46.80 |
| 55.50 | 54.60 | 56.66 | 46.70 | 68.50 |
| 64.40 | 50.46 | 65.40 | 57.50 | 45.68 |
| 46.60 | 44.50 | 54.65 | 75.40 | 85.80 |
| 56.50 | 56.40 | 46.44 | 60.57 | 58.60 |
| 65.40 | 45.04 | 45.06 | 57.06 | 68.40 |
| 399.40 | 337.16 | 394.80 | 419.43 | 459.38 |

| (6) | (7) | (8) | (9) | (10) |
|---|---|---|---|---|
| 60.69 | 14.75 | 50.67 | 32.30 | 80.74 |
| 96.06 | 54.41 | 52.56 | 10.23 | 143.47 |
| 58.96 | 11.69 | 47.52 | 21.03 | 3898.79 |
| 47.69 | 41.58 | 25.56 | 32.01 | 8163.68 |
| 69.47 | 14.74 | 85.25 | 10.23 | 9278.85 |
| 98.78 | 64.14 | 58.52 | 14.30 | 93.46 |
| 74.69 | 41.14 | 74.25 | 21.30 | 22.15 |
| 506.34 | 242.45 | 394.33 | 141.40 | 21,681.14 |

| (11) | (12) | (13) | (14) | (15) |
|---|---|---|---|---|
| 37.36 | 58.43 | 521.23 | 75.85 | 825.05 |
| -19.21 | -9.70 | -261.80 | -19.05 | -75.25 |
| 18.15 | 48.73 | 259.43 | 56.80 | 749.80 |

| (16) | (17) | (18) | (19) |
|---|---|---|---|
| 423.14 | 649.25 | 263.48 | 86.49 |
| -274.86 | -121.67 | -783.12 | -91.57 |
| 148.28 | 527.58 | -519.64 | -5.08 |

| (20) | (21) | (22) | (23) | (24) |
|---|---|---|---|---|
| 393.91- | 408.50 | 265.41 | 529.27 | 265.97- |
| 860.40 | 764.71 | 163.42- | 2.32- | 472.56 |
| 26.93- | 621.68- | 378.53 | 192.48- | 71.48- |
| 30.55 | 829.41 | 983.01 | 59.87 | .65- |
| 7.38- | 32.46- | 479.46- | 79.14- | 7.08 |
| 969.27 | 2.64- | 33.29 | 314.36- | 20.96 |
| 14.87- | 13.21- | 68.05- | 769.64 | 48.74- |
| 1,417.13 | 1,332.63 | 949.31 | 770.48 | 113.76 |

(25)

| Month | Department A | Department B | Totals |
|---|---|---|---|
| January | 4,757.58 | 2,309.76 | 7,067.34 |
| February | 2,886.75 | 1,876.48 | 4,763.23 |
| March | 3,310.15 | 2,529.35 | 5,839.50 |
| April | 1,489.01 | 1,941.47 | 3,430.48 |
| May | 2,542.83 | 3,134.41 | 5,677.24 |
| June | 989.69 | 4,008.13 | 4,997.82 |
| Totals | 15,976.01 | 15,799.60 | 31,775.61 |

NAME: KEY DATE: _____

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 2

(1) 146 x 32 = 4672

(2) 905.36 x 27.413 = 24,818.633

(3) 254.76 x 678.329 = 172,811.096

(4) 17.851 x 66.482 = 1186.770

(5) 3227 x 282 = 910,014

(6) 84.794 x 13.782 = 1168.631

(7) 314 x 247 = 77,558

(8) 76.075 x 10.396 = 790.876

(9) 325 x 867 = 281,775

(10) 82.214 x 28.54 = 2,346.388

(11) 259.358 - 54.65 = 4.7458

(12) 9634 - 294 = 32.7687

(13) 761.537 - 130.248 = 5.8468

(14) 841 - 23 = 36.5652

(15) 687.952 - 13.40 = 51.3397

(16) 578 - 34 = 17

(17) 1567.54 - 243.89 = 6.4272

(18) 2905 - 134 = 21.6791

(19) 767.113 - 9.712 = 78.9861

(20) 5936 - 1247 = 4.7602

(21)
142.71
142.71
142.71
142.71
694.38
694.38
694.38
2653.98

(22)
176.52
176.52
176.52
428.03
428.03
428.03
428.03
2241.68

(23)
195.29
195.29
195.29
195.29
436.78
436.78
436.78
2091.50

(24)
587.59
-61.23
526.36

(25)
404.12
-358.69
45.43

45

NAME: KEY DATE: _____

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 3

(1) 364 1/4
794 1/2
568 1/4
103 1/8
682 3/4
2512.875

(2) 567 3/8
498 1/4
386 5/8
567 1/2
143 3/8
2163.125

(3) 148 1/16
155 3/16
278 1/4
269 1/8
106 1/16
956.6875

(4) 406 5/16
159 1/8
578 3/8
339 3/16
252 5/16
1735.3125

(5) 569 1/8
641 3/8
253 5/8
371 1/2
482 5/6
2318.4583

(6) 618 1/2 − 314 1/4 = 304.25

(7) 875 7/16 − 420 1/12 = 454.9375

(8) 679 2/3 − 364 1/6 = 315.5

(9) 719 11/16 − 187 1/2 = 532.1875

(10) 819 7/12 − 643 1/4 = 176.3333

(11) 289 1/8 × 387 = 111,891.375

(12) 349 1/6 × 84 = 29,330.0028

(13) 1384 1/4 × 417 1/8 = 577,405.2813

(14) 3407 1/3 × 98 2/3 = 336,190.3325

(15) 5472 1/16 × 172 1/6 = 941,536.7539

(16) 483 3/8 ÷ 18 = 26.8542

(17) 347 1/4 ÷ 47 = 7.3883

(18) 5719 5/6 ÷ 165 1/4 = 34.6132

(19) 3284 1/2 ÷ 156 7/8 = 20.9371

(20) 8210 7/12 ÷ 345 1/6 = 23.7873

(21) 481 1/4
278 1/2
348 7/8
378 1/6
1486.7917

(22) 28 1/8
9 5/6
20 3/4
217 11/12
276.6250

(23) 392 7/12 − 145 11/12 = 246.6666

(24) 186 5/8 − 25 3/4 = 160.875

(25) 6378 3/4 ÷ 210 5/8 = 30.2849

NAME: KEY DATE: _____

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 4

(1) 253 x 2.52 = 637.56

(2) 167 x 2.52 = 420.84

(3) 581 x 2.52 = 1464.12

(4) 59 x 2.52 = 148.68

(5) 376 x 3.17 = 1191.92

(6) 238 x 3.17 = 754.46

(7) 279 x 3.17 = 884.43

(8) 4.68 x 346 = 1619.28

(9) 4.68 x 415 = 1942.20

(10) 4.68 x 281 = 1315.08

(11) 436 - 27 = 16.1481

(12) 125 - 27 = 4.6296

(13) 798 - 27 = 29.556

(14) 1207 - 1.58 = 763.9241

(15) 695.2 - 1.58 = 440

(16) 376.4 - 1.58 = 238.2278

(17) 218.5 - 1.58 = 138.2911

(18) 385 - 9.73 = 39.5683

(19) 621 - 9.73 = 63.8232

(20) 479 - 9.73 = 49.2292

(21) 535 x 21.54 = 11,523.90

(22) 620 x 21.54 = 13,354.80

(23) 271 x 21.54 = 5837.34

(24) 521.03 - 46.78 = 474.25

(25) 976.342 - 15.80 = 960.542

NAME: KEY DATE: _____

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 5

(1) 321 x 406 = 130,326
287 x 159 = 45,633
147 x 210 = 30,870
Total 206,829

(2) 719 x 42 = 30,198
467 x 36 = 16,812
235 x 21 = 4,935
Total 51,945

(3) 167 x 246 = 41,082
367 x 729 = 267,543
123 x 245 = 30,135
Total 338,760

(4) 263 x 24 = 6312
274 x 45 = 12,330
568 x 73 = 41,469
Total 60,106

(5) 214 x 3.26 = 697.64
571 x 8.92 = 5093.32
309 x 2.14 = 661.26
Total 6452.22

(6) 126.3 - 457 = .2764
890 - 24 = 37.0833
267 - 56 = 4.7679
Total 42.1276

(7) 719.56 - 27.5 = 26.1658
237.14 - 56.89 = 4.1681
67.14 - 29.3 = 2.2915
Total 32.6257

(8) 16321 - 457 = 35.7133
8964 - 352 = 25.4659
76082 - 1345 = 56.5665
Total 117.7457

(9) 327 - 2.64 = 123.8636
1258 - 4.5 = 279.5556
978 - 2.7 = 362.2222
Total 765.6414

(10) 689 - 6.7 = 102.8358
1345 - 2.9 = 463.7931
974 - 5.4 = 180.3704
Total 746.9993

(11) $1.32^2$ = 1.7424

(12) $1.76^3$ = 5.451776

(13) $1.46^4$ = 4.543719

(14) $97.2^2$ = 9447.84

(15) $5.6^5$ = 5507.31776

(16) $1.32^3$ = 2.29968

(17) $106.362^2$ = 11,312.875044

(18) $36.24^5$ = 62,508,768.8128

(19) $67.406^3$ = 306,263.800959

(20) $51.45^4$ = 7,007,151.6455

(21) 973.2 - .27 = 3604.4444

97.6 - .5 = 195.2

Total 3799.6444

(22) 329.56 x 147.08 = 48,471.6848

27.35 x 2.9 = 79.315

Total 48,550.9998

(23) 454.6 x 29.8 = 13,547.08

325.6 x 97.3 = 31,680.88

Total 45,227.96

(24) 6.542 = 42.797764

(25) 4.29 = 338.710897

NAME: KEY DATE: _____

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM Sheet 6

Directions: Find the discount and the net amount of the following problems.

| | | | Discount | Net Amount |
|---|---|---|---|---|
| (1) | 459.10 less 15% | | 68.865 | 390.235 |
| (2) | 1735.46 less 20% | | 347.092 | 1388.368 |
| (3) | 947.35 less 10% | | 94.735 | 852.615 |
| (4) | 495.15 less 15% | | 74.2725 | 420.8775 |
| (5) | 284.28 less 25% | | 71.07 | 213.21 |
| (6) | 950.85 less 10% | | 95.085 | 855.765 |
| (7) | 430.40 less 2% | | 8.608 | 421.792 |
| (8) | 741.80 less 24% | | 178.032 | 563.768 |
| (9) | 3178.94 less 14% | | 445.0516 | 2733.8884 |
| (10) | 849.35 less 12% | | 101.922 | 747.428 |

| | Cost of Article | Percent of Markup | Markup Price |
|---|---|---|---|
| (11) | 45.70 | 25% | 57.125 |
| (12) | 125.58 | 12.5% | 141.2775 |
| (13) | 95.50 | 30% | 124.15 |
| (14) | 1575.25 | 50% | 2362.875 |
| (15) | 147.23 | 25% | 184.0375 |

| | Article | Quantity | Cost | Selling Price | Percent Of Markup | Total Sales |
|---|---|---|---|---|---|---|
| (16) | Tape Recorder | 5 | 123.98 | 146.99 | 18.56% | 734.95 |
| (17) | AM/FM Radio | 10 | 42.50 | 65.50 | 54.24% | 655.00 |
| (18) | AM Radio | 15 | 27.75 | 48.75 | 75.68% | 731.25 |
| (19) | Rabbit Coat | 8 | 369.25 | 629.40 | 70.45% | 5035.20 |
| (20) | Platform Rocker | 12 | 135.55 | 189.90 | 40.1% | 2278.80 |
| (21) | Cocktail Table | 55 | 259.69 | 355.38 | 36.85% | 19,545.90 |
| (22) | Five-Drawer Chest | 79 | 198.99 | 249.50 | 25.38% | 19,710.50 |
| (23) | 5 Speed Mixer | 37 | 79.59 | 175.45 | 120.44% | 6491.65 |
| (24) | 10 Speed Mixer | 34 | 27.39 | 38.99 | 42.35% | 1325.56 |
| (25) | Can Opener | 43 | 18.75 | 22.89 | 22.08% | 984.2 |

NAME: KEY DATE: _____

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 7

Directions: Find the commission earned on the following problems.

| | Amount of Sales | Percent of Commission | Commission |
|---|---|---|---|
| (1) | 1,245.90 | 4% | 49.84 |
| (2) | 2,367.05 | 5% | 118.35 |
| (3) | 5,375.15 | 5½% | 295.63 |
| (4) | 8,279.95 | 10½% | 869.39 |
| (5) | 6,143.85 | 2¼% | 138.24 |
| (6) | 988.88 | 3½% | 34.61 |
| (7) | 9,247.20 | 4¼% | 393.01 |
| (8) | 7,125.10 | 5½% | 391.88 |
| (9) | 2,689.50 | 6½% | 174.82 |
| (10) | 3,245.50 | 8¼% | 267.75 |

| | Total Sales | Total Salaries | Percent of Sales | Rent | Percent of Sales |
|---|---|---|---|---|---|
| (11) | 213,085 | 14,978 | 7.03% | 5115 | 2.4% |
| (12) | 137,246 | 12,553 | 9.15% | 1525 | 1.11% |
| (13) | 185,261 | 13,691 | 7.39% | 1726 | .93% |
| (14) | 201,439 | 14,395 | 7.15% | 1489 | .74% |
| (15) | 143,591 | 7,279 | 5.07% | 1275 | .89% |
| (16) | 253,846 | 19,342 | 7.62% | 7263 | 2.86% |
| (17) | 392,165 | 23,275 | 5.94% | 6836 | 1.74% |
| (18) | 135,487 | 10,279 | 7.59% | 1060 | .78% |
| (19) | 333,145 | 20,595 | 6.18% | 3535 | 1.06% |
| (20) | 265,198 | 18,559 | 7% | 2475 | .93% |

| | Sales This Year | Last Year | Amount of Increase | Percent of Increase |
|---|---|---|---|---|
| (21) | 10,540 | 8,990 | 1550 | 17.24% |
| (22) | 23,964 | 18,439 | 5525 | 29.96% |
| (23) | 19,125 | 16,728 | 2397 | 14.33% |
| (24) | 29,480 | 22,675 | 6805 | 30.01% |
| (25) | 18,940 | 16,470 | 2470 | 15% |

53

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 8

Directions: Prorate overhead expense of $57,942 to the four departments on the basis of their sales.

| Department | Sales | Prorated Overhead Expense |
|---|---|---|
| Furniture | 84,570 | (1) 27,435.52284 |
| Appliances | 56,536 | (2) 18,340.956832 |
| Clothing | 20,221 | (3) 6,559.935052 |
| Shoes | 17,279 | (4) 5,605.514948 |
| Total | 178,606 | (5) 57,941.929672 |

Directions: Prorate rent expense of $50,000 to the four departments on the basis of area occupied by each.

| Department | Square Feet Occupied | Prorated Rent Expense |
|---|---|---|
| Furniture | 2525 | (6) 21,673.819775 |
| Appliances | 1600 | (7) 13,733.9056 |
| Clothing | 1025 | (8) 8,798.283275 |
| Shoes | 675 | (9) 5,793.991425 |
| Total | 5,825 | (10) 50,000.000075 |

Directions: Prorate advertising expense of $75,000 to the four departments on the basis of their sales.

| Department | Sales | Prorated Advertising Expense |
|---|---|---|
| Furniture | 62,579 | (11) 27,608.352904 |
| Appliances | 45,231 | (12) 19,954.831656 |
| Clothing | 35,404 | (13) 15,619.395104 |
| Shoes | 26,786 | (14) 11,817.340336 |
| Total | 170,000 | (15) 74,999.92 |

Balance Calculations:

| | (16) | (17) | (18) | (19) | (20) |
|---|---|---|---|---|---|
| | 657 | 457 | 7474 | 543 | 634 |
| | -321 | -420 | - 389 | -2892 | 520 |
| | 79 | 96 | 62 | 435 | -709 |
| | -798 | -234 | - 475 | 726 | - 65 |
| | 654 | 733 | 50 | 84 | 898 |
| | -354 | - 48 | -1355 | - 465 | 57 |
| | 659 | 63 | 829 | - 53 | -360 |
| | - 92 | -198 | -4321 | - 14 | -549 |
| Pos. | 2049 | 1349 | 8415 | 1788 | 2109 |
| Neg. | -1565 | -900 | -6540 | -3424 | -1683 |
| Bal. | 484 | 449 | 1875 | -1636 | 426 |

| | (21) | (22) | (23) | (24) | (25) |
|---|---|---|---|---|---|
| | 35 | 89,578 | 57,602 | 28 | 2525 |
| | 14 | - 2,603 | 23,429 | -107 | - 376 |
| | 61 | - 2,543 | - 5,706 | 325 | 243 |
| | 18 | 6,978 | - 5,400 | - 87 | - 189 |
| | -53 | 2,544 | 20,500 | 276 | 55 |
| | 41 | - 3,421 | - 988 | -348 | 217 |
| | 16 | - 982 | 245 | 872 | - 525 |
| | -99 | 661 | - 6275 | -255 | 873 |
| Pos. | 185 | 99,761 | 101,776 | 1501 | 3913 |
| Neg. | -152 | - 9,549 | -18,369 | -797 | -1090 |
| Bal. | 33 | 90,212 | 83,407 | 704 | 2823 |

55

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 9

---

Hourly Rate = $3.10

| | | Amount | Deductions | |
|---|---|---|---|---|
| Reg. Hrs. 40 | (1) | 124.00 | Tax | 23.10 |
| O.T. Hrs. 5.5 | (2) | 25.58 | FICA | 8.53 |
| Gross Pay | (3) | 149.58 | Ins. | 1.25 |
| Less: | | | Health | .35 |
| Deductions | (4) | 38.23 | Other | 5.00 |
| | | | Total | 38.23 |
| Net Pay | (5) | 111.35 | | |

| | IN | OUT | IN | OUT | REG. | O.T. |
|---|---|---|---|---|---|---|
| Mon. | 8:03 | 12:00 | 12:32 | 4:31 | 8 | |
| Tues. | 8:05 | 12:03 | 12:30 | 6:30 | 8 | 2 |
| Wed. | 8:08 | 12:01 | 12:35 | 4:33 | 8 | |
| Thurs. | 8:00 | 12:00 | 12:30 | 4:30 | 8 | |
| Fri. | 7:58 | 12:06 | 12:32 | 7:00 | 8 | 2½ |
| Total Hours | | | | | 40 | 5.5 |

Hourly Rate = $3.60

| | | Amount | Deductions | |
|---|---|---|---|---|
| Reg. Hrs. 39.5 | (6) | 142.20 | Tax | 32.15 |
| O.T. Hrs. 5 | (7) | 27.00 | FICA | 9.57 |
| Gross Pay | (8) | 169.20 | Ins. | .56 |
| Less: | | | Health | .74 |
| Deductions | (9) | 45.02 | Other | 2.00 |
| | | | Total | 45.02 |
| Net Pay | (10) | 124.18 | | |

| | IN | OUT | IN | OUT | REG. | O.T. |
|---|---|---|---|---|---|---|
| Mon. | 8:20 | 12:03 | 12:30 | 4:29 | 7½ | |
| Tues. | 7:56 | 12:01 | 12:35 | 7:30 | 8 | 3 |
| Wed. | 7:53 | 12:02 | 12:39 | 4:30 | 8 | |
| Thurs. | 8:00 | 12:00 | 12:30 | 4:30 | 8 | |
| Fri. | 7:59 | 12:04 | 12:36 | 6:30 | 8 | 2 |
| Total Hours | | | | | 39.5 | 5 |

---

Hourly Rate = $4.20

| | | Amount | Deductions | |
|---|---|---|---|---|
| Reg. Hrs. 39 | (11) | 163.80 | Tax | 42.25 |
| O.T. Hrs. - | (12) | - | FICA | 9.67 |
| Gross Pay | (13) | 163.80 | Ins. | .25 |
| Less: | | | Health | .55 |
| Deductions | (14) | 53.72 | Other | 1.00 |
| | | | Total | 53.72 |
| Net Pay | (15) | 110.08 | | |

| | IN | OUT | IN | OUT | REG. | O.T. |
|---|---|---|---|---|---|---|
| Mon. | 9:03 | 12:00 | 12:32 | 4:31 | 7 | |
| Tues. | 8:05 | 12:03 | 12:30 | 4:30 | 8 | |
| Wed. | 8:00 | 12:05 | 12:36 | 4:32 | 8 | |
| Thurs. | 8:02 | 12:00 | 12:31 | 4:33 | 8 | |
| Fri. | 7:55 | 12:06 | 12:32 | 4:30 | 8 | |
| Total Hours | | | | | 39 | 0 |

Hourly Rate = $4.55

| | | Amount | Deductions | |
|---|---|---|---|---|
| Reg. Hrs. 39.5 | (16) | 179.73 | Tax | 47.15 |
| O.T. Hrs. 5 | (17) | 34.13 | FICA | 10.57 |
| Gross Pay | (18) | 213.86 | Ins. | 1.55 |
| Less: | | | Health | 1.75 |
| Deductions | (19) | 64.02 | Other | 3.00 |
| | | | Total | 64.02 |
| Net Pay | (20) | 149.84 | | |

| | IN | OUT | IN | OUT | REG. | O.T. |
|---|---|---|---|---|---|---|
| Mon. | 8:30 | 12:03 | 12:30 | 4:29 | 7½ | |
| Tues. | 7:59 | 12:01 | 12:35 | 8:30 | 8 | 4 |
| Wed. | 7:56 | 12:02 | 12:39 | 4:35 | 8 | |
| Thurs. | 8:00 | 12:00 | 12:30 | 4:33 | 8 | |
| Fri. | 7:55 | 12:04 | 12:36 | 5:30 | 8 | 1 |
| Total Hours | | | | | 39.5 | 5 |

---

| Reg. Hours | O.T. Hours | Reg. Rate | O.T. Rate | Reg. Pay | O.T. Pay | Gross Pa |
|---|---|---|---|---|---|---|
| 40 | 0 | 4.50 | 6.75 | 180.00 | — | (21) 180.00 |
| 39 | 3 | 3.55 | 5.33 | 138.45 | 15.99 | (22) 154.44 |
| 38 | 5 | 4.00 | 6.00 | 152.00 | 30.00 | (23) 182.00 |
| 40 | 2 | 6.50 | 9.75 | 260.00 | 19.50 | (24) 279.50 |
| 38 | 3 | 3.10 | 4.65 | 117.80 | 13.95 | (25) 131.75 |

57

OFFICE MACHINES MODULE

UNIT IV-A

TEST IV-A-10

| (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|
| 89.27 | 327.95 | 120.63 | 83.80 | 9341.72 |
| 30.65 | 362.32 | 357.21- | 156.67- | -3506.88 |
| 18.90 | 27.18 | 738.15 | 82.55 | 5834.84 |
| 32.12 | 452.59 | 369.44 | 3.36 | |
| 40.91 | 217.08 | 2.40- | 68.21- | (6) 546.79 |
| 69.23 | 89.86 | 65.67- | 48.35 | - 47.08 |
| 57.96 | 354.37 | 119.22- | .75 | 499.71 |
| 39.04 | 2.19 | 28.29 | 36.89- | |
| 378.08 | 1833.54 | 712.01 | -42.96 | |

(7) 2987 x 18 = 53,766

(8) 854 x 21 = 17,934

(9) 14.03 x 7.81 = 109.57

(10) 86 1/2 x 12 1/4 = 1059.63

(11) 57 3/4 x 34 1/8 = 1970.72

(12) 13.27 x 15 3/4 = 209.00

(13) 521 - 38 = 13.7105

(14) 43.12 - 6.25 = 6.8992

(15) 278.97 - .376 = 741.9415

(16) 89 3/4 - 4 1/2 = 19.9444

(17) 129.4 - 3 4/6 = 35.2906

(18) 25 1/4 - 36 1/8 = .699

| | Discount | Net Amount |
|---|---|---|
| (19) 575.25 less 6% = | 34.515 | 540.735 |
| (20) 4259.50 less 12% = | 511.14 | 3748.36 |

Prorate rent expense of $50,000 on the basis of area occupied.

| Department | Square Feet Occupied | Prorated Rent Expense |
|---|---|---|
| Furniture | 2,305 | (21) 19,444.913155 |
| Appliances | 1,500 | (22) 12,653.9565 |
| Clothing | 1,267 | (23) 10,688.375257 |
| Shoes | 855 | (24) 7,212.755205 |
| Total | 5927 | (25) 50,000.000117 |

OFFICE MACHINES MODULE

UNIT IV-B - REPROGRAPHICS

In this module students will learn how to operate various types of duplicating machines. It is recommended that you have students type materials that are needed. For example, if there is an information sheet or test that you or another teacher needs typed, have a student type it on a stencil or spirit master. If there are some forms that need reproduced for the school, let a student make copies of the form by running an electronic stencil. In this way the reprographics unit can be beneficial to the school as well as the students. You should, however, grade all the work done by the students according to your standards.

The answer key to Test IV-B-1, Test IV-B-6, and Test IV-B-11 follows. (Since the answers to Information Sheet IV-B-12 can vary and still be correct according to the explanation given, the answers are not included in the teacher's guide.)

OFFICE MACHINES MODULE

UNIT IV-B

TEST IV-B-1

1. Name at least three features of the stencil duplicating process.

   Can list any three of the following features:

   Used when 50 - 10,000 copies are needed
   Copies are inexpensive for long runs
   Copies are easy to read
   Compared to fluid copies, reproductions are of higher quality
   Comparatively easy and fast to cut stencil and run copies
   Approximately 100 copies a minute
   Stencils can be reused
   Reproduces color
   Illustrations can be traced onto stencils or prestencilized masters may be used

2. Name the three main parts of a stencil assembly.

   (1) Stencil sheet

   (2) Cusion sheet

   (3) Backing sheet

   (Protective sheet and cellophane film are optional)

3. A stencil is prepared by pusing aside the wax coating on the fibrous stencil sheet with a typewriter. This is called

   stencilization or cutting a stencil.

4. To avoid damaging the stencil, what should you never do when a stencil is in the typewriter.

   Never roll a stencil backward out of the typewriter

5. What are two things you should do before typing on a stencil.

   (1) Set the ribon control lever on the stencil position

   (2) Clean the keys

OFFICE MACHINES MODULE

UNIT IV-B

TEST IV-B-6

1. Name at least three features of the fluid duplicating process.

   Can list any three of the following features:

   Used when 5 - 200 copies are needed
   Copies are inexpensive
   Comparatively easy and fast to make master and run copies
   Reproduces colors; purple reproduces best
   Masters can be reused

2. Name the three parts of a fluid master assembly.

   (1) Master sheet

   (2) Protective tissue sheet

   (3) Carbon sheet

3. List three other names for the fluid processing and explain the reason for each of these names.

   Can list any three of the following names:

   Fluid - substance that causes duplication is a fluid
   Liquid - substance that causes duplication is a liquid
   Spirit - substance that causes duplication is a chemical
   Direct - copy paper comes in direct contact with the master
   Ditto - one of the first companies to sell this type of machine was Ditto, Inc.

4. Slightly less than 1/2 inch top and bottom margins are necessary to attach the master to the duplicating machine and to allow for vertical positioning.

5. What should you do before inserting the master assembly in the typewriter, and how should the master assembly be inserted in the typewriter?

   Remove the protective tissue sheet

   Insert the open end of the master assembly into the typewriter

OFFICE MACHINES MODULE

UNIT IV-B

TEST IV-B-11

1. Name at least three features of the offset duplicator.

   Can list any three of the following features:

   Lengthy runs are inexpensive
   High quality reproduction
   Can easily duplicate on both sides of a sheet of paper
   Reproduces halftones
   Fast duplication
   Masters can be reused

2. Name at least three applications of the offset duplicator.

   Can list any three of the following applications:

   Direct mail advertising
   Bulletins
   Reports
   Newspapers
   Catalogs
   Forms

3. What kind of ribbon must be used when typing masters for the offset duplicator?

   A carbon ribbon or a special grease ribbon

4. What type of eraser do you use to correct an error on a master? Explain the correct procedures for making corrections on offset masters.

   An offset eraser or other very soft, smooth eraser that contains no abrasives

   Remove only the type; it is not necessary to remove the "ghost image." Erase carefully and clean the eraser frequently by rubbing it on a piece of paper.

5. What should you do to protect the image of the master if you need to reinsert it into the typewriter?

   Protect the image by covering it with a clean sheet of paper as you reinsert it into the typewriter

OFFICE MACHINES MODULE

UNIT IV-C - MACHINE TRANSCRIPTION

The text, Machine Transcription and Dictation, is used in this unit. All the answers to the self-check questions and practice exercises can be found in the teacher's manual for Machine Transcription and Dictation.

The word lists that follow Job Sheet 2 can be used as the answer keys for the quizzes on the AMS spelling words that you will dictate on cassette tapes.

In this module you can dictate some of your own materials for students to transcribe and/or you can purchase some of the courses that are available on the market today.

The answer key for Test IV-C-1 and Job Sheet 4 follows.

OFFICE MACHINES MODULE

UNIT IV-C

TEST IV-C-1

1. What are three major advantages of dictation/transcription equipment?

   a. Convenience

   b. Time saving

   c. Cost factors

2. What are three main types of dictation/transcription equipment?

   a. Desktop units

   b. Portable units

   c. Central systems

3. Which side of the foot pedal do you press to advance the dictation?

   Right side

4. The index strip usually has markings on the top part and bottom part. What do the top markings indicate?

   Item length

5. When should the transcriber listen to the special instructions?

   Before starting to type any of the material

Matching:

| | | |
|---|---|---|
| c 6. Scanner | a. | gives more bass or treble playback |
| d 7. Speed control | b. | allows dictation to be played to a group |
| f 8. Recall or instant review | c. | automatically scans the tape to determine item length |
| b 9. Conference playback | d. | changes playback speed |
| a 10. Tone Control | e. | fast forward button |
| | f. | automatic backspace |

15 - 20. There are five items to be transcribed, and the approximate number of words for each item can vary. However, the number of words should be within at least 20 words of the following:

(1) Approximately 150 words

(2) Approximately 200 words

(3) Approximately 160 words

(4) Approximately 130 words

(5) Approximately 200 words

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 4

There are several answers that can be used for Job Sheet 4. Students were to list three reference books that a transcriber might use. Some of the reference books that may be included are the following:

(1) dictionary

(2) thesaurus

(3) word book

(4) company manual

(5) zip code directory

(6) telephone directory

(7) secretarial handbooks, etc.

Students were to also list three career paths that are available for transcribers. Some of the career paths that may be included are the following:

(1) Transcriber in a word processing center where a transcriber might do work for several hundred dictators.

(2) Secretary in an office within a small or large company where transcription duties may be required as part of the job.

(3) Secretary in a medical office or a legal office where a transcriber needs to become familiar with a specialized vocabulary.

(4) Secretary in an office where machine transcription is rarely used.

JOB TECHNIQUES MODULE

UNIT V

In this module students will go through the process of applying for a word processing position of their choice. You should grade, according to your standards, the letters of application, the letters requesting permission to use a person's name as a reference, the personal data sheets, the application forms, the follow-up letters on the job interview, and the pre-employment forms that your students complete.

The answers to Job Sheet 2 can be found in almost any word processing textbook; however, an excellent source for these answers is the text, Word Processing, A systems Approach to the Office.

OFFICE PROCEDURES MODULE

UNIT VI-A - TELEPHONE TECHNIQUES

In this unit students will learn the proper telephone techniques necessary to work in a business office. Although every person working in a word processing position will not have to use the telephone, there are many positions in word processing that do require the use of the telephone. Besides, every student should have a basic knowledge of proper telephone techniques before going out into the business world--no matter what position they may have.

Fill out the student checklists on each student for Job Sheet 1, Job Sheet 2, and Job Sheet 6.

The answer key to Learning Activity 1 on Job Sheet 1, Information Sheet VI-A-2, Learning Activities 1 and 2 on Job Sheet 3, Information Sheet VI-A-3, Job Sheet 4, Information Sheet VI-A-5, and Test VI-A-5 follows.

OFFICE MACHINES MODULE

UNIT VI-A

JOB SHEET 1

Following are the answers to Learning Activity 1:

1. White pages and yellow pages

2. White pages are alphabetic listings of telephone numbers. Yellow pages are commercial advertising, and companies are grouped into categories according to the type of business they do.

3. Alphabetically, under the individual's name.

4. If used as names, numbers are usually spelled out and alphabetized.

5. When letters precede the full name, check the beginning of the letter section.

6. Because of alternate spellings.

7. For federal agencies, look under "United States Government." State agencies are listed under "West Virginia - State of."

8. Find the category that the company would be in (i.e., plumbers, department stores, etc.). The name of the company will be alphabetized under the category.

OFFICE MACHINES MODULE

UNIT VI-A

INFORMATION SHEET VI-A-2

The telephone messages should be recorded on telephone message forms and should include the following information.

1.

TO: Debbie Frederick
FROM: Betty Prigga
PHONE No. (304) 652-1301

☑ Telephoned ☐ Will Call Again

☑ Please Phone ☐ Returned Your Call

☐ Came to See You ☐ Wishes to See You

Message: Wants to enroll her grandson in nursery school. She wants you to return her call today before 2:30 p.m.

Date: Current Time: 9:20 a.m. Received By: Student's initials

2.

TO: Linda Hooley
FROM: Diana Stender
PHONE No.

☑ Telephoned ☑ Will Call Again

☐ Please Phone ☐ Returned Your Call

☐ Came to See You ☐ Wishes to See You

Message: Wants to bring 25 students to tour our offices some Tuesday morning next month Will return the call tomorrow at 11:30 a.m.

Date: Current Time: 1:30 p.m. Received By: Student's initials

3.

TO: Genie Ankrom
FROM: Vanessa Coartney
PHONE No. 684-2444

☑ Telephoned ☐ Will Call Again

☑ Please Phone ☐ Returned Your Call

☐ Came to See You ☐ Wishes to See You

Message: Wants to ride with you to the staff meeting this evening. Return her call before call today before 2:30 p.m.

Date: Current Time: 10:00 a.m. Received By: Student's initials

71

OFFICE MACHINES MODULE

UNIT VI-A

JOB SHEET 3

Following are the answers to Learning Activity 1:

| | Time | Area Code |
|---|---|---|
| Huntington, WV | 9:00 | 304 |
| Chicago, IL | 8:00 | 312 |
| Dallas, TX | 8:00 | 214 |
| Myrtle Beach, SC | 9:00 | 803 |
| San Francisco, CA | 6:00 | 415 |
| Baton Rouge, LA | 8:00 | 504 |
| Tulsa, OK | 8:00 | 918 |
| Denver, CO | 7:00 | 305 |

Following are the answers to Learning Activity 2:

Station-to-Station Calls

Call station-to-station if you will speak with anyone who answers. You may dial these calls yourself. Rates are lower than for person-to-person calls. Charges begin when the telephone you've called is answered, either in person or by an answering machine. Station-to-station calls placed from hotels are charged at the operator assisted rate.

Person-to-person

Call person-to-person when you wish to talk to a particular person or extension number. Rates for person-to-person calls are higher than for station-to-station calls, and the higher rate also applies when you talk to an alternate person or extension. Charging starts when conversation begins. The highest operator-assisted rates apply on person-to-person calls.

## Collect Calls

You may call collect if the person or firm you are calling agrees to pay the charges. Operator-assisted rates apply on all collect calls.

## Credit Card Calls

If you have a telephone credit card, you may use it to have long distance charges listed on your regular monthly telephone bill. Operator-assisted rates apply on all credit card calls. To apply for a credit card, call your local C&P Business Office.

## Conference Calls

You can talk with several people in different locations at the same time by dialing the operator and say you wish to make a conference call.

## Overseas Call

You can call practically any telephone in the world from your telephone by dialing the operator.

## Inward Wide Area Telecommunication Service ("800" Numbers)

Station-to-station long distance calls can be made without charge to you, to those businesses and people who have inward WATS. They offer this service to customers calling from specific locations. Telephone numbers of those businesses and people who have inward WATS can be obtained by dialing inward WATS Directory Assistance.

OFFICE MACHINES MODULE

UNIT VI-A

INFORMATION SHEET VI-A-3

Case 1

1. 1-415-555-1212
2. Cheaper
3. 11:30 a.m. (This answer can vary)

Case 2

1. 1-800-555-1212
2. No, you are not charged for WATS line calls

Case 3

1. 1-312-372-5521
2. 1-304-696-3170
3. You would dial 0 for the operator and make a collect call
4. Tracy Jones
5. John B. Day

OFFICE MACHINES MODULE

UNIT VI-A

INFORMATION SHEET VI-A-4

Practice Exercises

1. Date of call, time of call, type of call, city and state called, number called, account chargeable, name of person placing call, and cost of call

2. Date and time of call, the place called, the number called, the name of the caller, and the acount chargeable

3. Name of the person called, the purpose of the call, and the caller's initials

4. Record the call in the logbook; fill out a telephone call form; have the caller complete the call form; and attach the form to the appropriate office or client file

OFFICE MACHINES MODULE

UNIT VI-A

TELEPHONE LOG BOOK

Telephone Calls recorded for the month of October, 1980

| DATE OF CALL | TIME OF CALL | NAME, CITY, & STATE OF PERSON CALLED | PHONE NUMBER | NAME AND DEPT. OF PERSON PLACING CALL | COST OF CALL |
|---|---|---|---|---|---|
| 10-19 | a.m. 10:45 | Jason Bryce New York, NY | 212-123-0000 | John Armstrong, Sales | |
| 10-19 | p.m. 1:30 | Martin Riggs Newport, KY | 606-321-0010 | John Blaze, Purchasing | |
| 10-22 | a.m. 11:30 | X Y Z Insurance Co. Cincinnati, OH | 513-000-1234 | Michael Starr, Personnel | |
| 10-22 | p.m. 2:20 | Typewriter Repair Corp. Parkersburg,WV | 422-8910 | Sue Armstrong, Sales | |
| 10-24 | a.m. 9:10 | The Trophy Store Marietta, OH | 614-123-4567 | Sue Armstrong, Sales | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

OFFICE MACHINES MODULE

UNIT VI-A

JOB SHEET 4

1.

LONG DISTANCE TELEPHONE CALLS

DATE: 10/19/80 TIME: 10:45 A.M. ___ P.M. COST OF CALL: _____

CITY & STATE CALLED: New York, New York

PHONE NUMBER: 212-123-0000

PARTY CALLED: Jason Bryce

PERSON PLACING CALL: John Armstrong, Sales

INITIALS: ja

2.

LONG DISTANCE TELEPHONE CALLS

DATE: 10/19/80 TIME: ___ A.M. 1:30 P.M. COST OF CALL: _____

CITY & STATE CALLED: Newport, Kentucky

PHONE NUMBER: 606-321-0010

PARTY CALLED: Martin Riggs

PERSON PLACING CALL: John Blaze, Purchasing

INITIALS: jb

OFFICE MACHINES MODULE

UNIT VI-A

JOB SHEET 4

3.

LONG DISTANCE TELEPHONE CALLS

DATE: 10/22/80 TIME: 11:30 A.M. ___ P.M. COST OF CALL: _____

CITY & STATE CALLED: Cincinnati, Ohio

PHONE NUMBER: 513 - 000 - 1234

PARTY CALLED: XYZ Insurance Co.

PERSON PLACING CALL: Michael Starr, Personnel

INITIALS: ms

4.

LONG DISTANCE TELEPHONE CALLS

DATE: 10/22/80 TIME: ___ A.M. 2:20 P.M. COST OF CALL: _____

CITY & STATE CALLED: Parkersburg, West Virginia

PHONE NUMBER: 422-8910

PARTY CALLED: Typewriter Repair Corp.

PERSON PLACING CALL: Sue Armstrong, Sales

INITIALS: sa

OFFICE MACHINES MODULE

UNIT VI-A

JOB SHEET 4

5.

LONG DISTANCE TELEPHONE CALLS

DATE: 10/24/80 TIME: 9:10 A.M. ___ P.M. COST OF CALL: _____

CITY & STATE CALLED: Marietta, Ohio

PHONE NUMBER: 614 - 123-4567

PARTY CALLED: The Trophy Store

PERSON PLACING CALL: Sue Armstrong, Sales

INITIALS: sa

# TELECOMMUNICATION WORD SEARCH

S T P L M E Y Q S T R P O M P S Q

T A B J G Z T E R M I N A L W J X

O E H N A A N P Y X O R Q Y I B D

D C L F B M Z S V R G K T E F C R

X D E E A O U N U L X H Z H L G E

L E L Y C C W Y I T J I W A U M T

E G E D X O Z A K X V K L T F G I

M I T E I U M W L Y N R Q E K O R

R H R H J P W M R S O T P V P M W

Z S O U O L I L U T M E Q F E L E

T R N P R E K U M N A L R X M N P

Y M I J C R V H Z A I E C S D J Y

F A C S I M I L E J Q C E I K X T

M Q M R P O N U T B Z O A V W G E

G L A S Q A M T W I C P S T D N L

B W I B K U D E F L A I G Y I H E

T E L E X L V G V W G E Z B D O T

A F B D B H E H X C A R F C E C N

OFFICE PROCEDURES MODULE

UNIT VI-A

TEST VI-A-5

Directions: Put the letter of the definition that corresponds with the appropriate telecommunication terms in the blank to the left of each term.

| | |
|---|---|
| e 1. Communicating, Text-Editing Typewriters | a. teletypewriter exchange services provided by Western Union |
| a 2. TWX/Telex | b. overnight delivery service which combines services of Western Union and the U.S. Postal service |
| f 3. Facisimile | c unit which connects the typewriter to a telephone line |
| b 4. Mailgram | d. converts copy into electrical impulses |
| g 5. Electronic Mail | e. typewriters that can communicate with each other or with a computer |
| h 6. Terminal | f. sending a picture of a page |
| d 7. Telecopier or facisimile transceiver | g. used to transmit large volumes of mail faster and at a lower cost |
| c 8. Coupler | h. a sending and receiving station |
| j 9. Teletypewriter | i. involves use of telephone and telegraph lines to transmit the written word as well as the spoken word |
| i 10. Telecommunication | j. by dialing a special code, this machine can send and receive messages from another terminal |
| | k. voice, data, and images can be transmitted throughout the world |

OFFICE PROCEDURES MODULE

UNIT VI-B

This module relates to human relations in the office. As a future worker in any business organization, one of the most important skills a student can learn is how to get along with other workers. If students can learn how to get along with their fellow students and co-workers, they are well on their way to becoming a good employee in any kind of job.

The answers to Job Sheet 5 will vary because they are based upon judgment; therefore, the answers to Job Shet 5 are not included in this teacher's guide.

The answer key to Information Sheet VI-B-1, Test VI-B-1, Job Sheet 3, and Learning Activity 5 on Job Sheet 4 follows.

OFFICE MACHINES MODULE

UNIT VI-B

INFORMATION SHEET VI-B-1

Following are the answers to page 3 of this information sheet:

1. Goodwill - the prestige that a business has obtained beyond the value of what it sells
2. Image - mental picture of something or someone
3. Attitude - a feeling or emotion toward something
4. Competent - ability or quality to do something correctly
5. Gracious - kind and courteous
6. Appropriate - suitable
7. Characteristics - distinguishing traits
8. Cope - to deal with and attempt to overcome a problem
9. Cordial - cheerful
10. Introvert - to turn inward; not outgoing
11. Genuine - real; actually having the reputed qualities or character
12. Hostility - unfriendly action
13. Regulations - rules
14. Initiate - to cause or facilitate the beginning of something
15. Extrovert - outgoing person; one whose attention and interests are directed predominantly toward what is outside the self

OFFICE PROCEDURES MODULE

UNIT VI

TEST VI-B-1

Directions: Define the following human relations terms:

1. Human relations - Relationship between people; the ability to understand basic human needs

2. Cooperation - The ability to get along with others; team work is essential to the operation of an office

3. Empathy - The ability to sense how someone else feels; to understand what makes that person comfortable, confident, nervous, angry, hostile, happy, aggressive, etc.

4. Objectivity - The ability to look at personal situations impersonally

5. Discretion - The ability to refrain from divulging business and personal information which may be damaging to the company or to others

6. Versatility - The ability to adapt easily to many different situations without losing poise or self-confidence

7. Flexibility - The ability to cope with changes and adjust your work to whatever changes may occur

8. Initiative - The ability to see what needs to be done and to initiate action without specific instructions

9. Loyalty - The ability to accept full responsibility for your job and to do it enthusiastically

10. Dependability - The ability to carry out a task under agreed-upon procedures

11. Goodwill - The prestige that a business has obtained beyond the value of what it sells

12. Image - Mental picture of something or someone

13. Attitude - A feeling or emotion toward something

14. Competent - Ability or quality to do something correctly

15. Cope - To deal with and attempt to overcome a problem

16. Cordial - Cheerful

17. Introvert - To turn inward; not outgoing

18. Extrovert - Outgoing person; one whose attention and interests are directed toward what is outside the self

19. Hostility - Unfriendly action

20. Regulations - Rules

OFFICE MACHINES MODULE

UNIT VI-B

JOB SHEET 3

Answers will vary, but some of the attitudes that may be listed are as follows:

1. Pleasantness
2. Cooperation
3. Loyalty
4. Discretion
5. Flexibility
6. Tactfulness
7. Trustworthiness
8. Initiative
9. Enthusiasm
10. Dependability
11. Thoughtfulness
12. Objectivity
13. Empathy
14. Versatility

OFFICE MACHINES MODULE

UNIT VI-B

JOB SHEET 4

Following are the answers to Learning Activity 5:

(a) authoritarian employer

(b) democratic employer

(c) democratic employer

(d) laissez-faire employer

(e) authoritarian employer

(f) laissez-faire employer

(g) democratic employer

(h) authoritarian employer

OFFICE MACHINES MODULE

UNIT VI-C - FILING

This module includes information on the basic filing systems. This does not cover filing in detail, but it does explain the five basic filing systems that are used in offices today. A job sheet is also included on the maintenance of diskettes, which are used in the operation of word processing equipment. (You are to have your students set up a filing system for disks and evaluate their files.)

The answers to Job Sheet 1, Information Sheet VI-C-2, Information Sheet VI-C-3, and Test VI-C-4 follow.

OFFICE MACHINES MODULE

UNIT VI-C

JOB SHEET 1

Students were to list the five basic filing systems and explain each system. The answers are as follows:

1. Alphabetic Name Files - The most widely used filing system in business. Names are filed in alphabetical order. An example of this type of system would be the white pages of a telephone directory.

2. Alphabetic Subject Files - This is another system found in most business offices. Names are filed in alphabetical order under different subjects. An example of this type of system would be the yellow pages of a telephone directory.

3. Geographic Files - This system is used to find the names of customers and prospective customers in all parts of the country. Names are filed alphabetically according to the name of a state. An example of this type of system would be found in many sales offices and magazine publishers offices.

4. Numeric Files - Since some business papers are identified by number rather than by name, numeric files are frequently used. An example of this type of system would be found in a life insurance company.

5. Chronological Files - This system is maintained in the order of time according to the year, month, and day. An example of this type of system would be found in an automobile insurance company.

OFFICE MACHINES MODULE

UNIT VI-C

INFORMATION SHEET VI-C-2

The students should have numbered all of their cards in the upper right-hand corner. Following is the correct order that the cards should be in:

17
4
23
13
18
5
15
3
10
19
9
7
14
11
22
1
2
12
6
16
20
8
21
25
24

OFFICE PROCEDURES MODULE

UNIT VI-C

INFORMATION SHEET VI-C-3

Following is the correct order of the numbers for all files:

| ALPHABETIC | NUMERIC | GEOGRAPHIC |
|---|---|---|
| 1012 | 1001 | 1001 |
| 1003 | 1002 | 1011 |
| 1014 | 1003 | 1006 |
| 1017 | 1004 | 1007 |
| 1020 | 1005 | 1020 |
| 1018 | 1006 | 1014 |
| 1009 | 1007 | 1015 |
| 1005 | 1008 | 1003 |
| 1001 | 1009 | 1016 |
| 1010 | 1010 | 1008 |
| 1002 | 1011 | 1018 |
| 1007 | 1012 | 1012 |
| 1004 | 1013 | 1010 |
| 1008 | 1014 | 1004 |
| 1011 | 1015 | 1013 |
| 1019 | 1016 | 1009 |
| 1015 | 1017 | 1005 |
| 1006 | 1018 | 1002 |
| 1016 | 1019 | 1017 |
| 1013 | 1020 | 1019 |

OFFICE PROCEDURES MODULE

UNIT VI-C

TEST VI-C-4

1. Define micrographics.

   Photographically reducing information on paper to some type of film

2. List and explain four basic types of micrographics.

   a. microfilm - original documents are photographed and reduced on a roll of film

   b. microfiche - original documents are photographed and reduced on cards

   c. aperture card - punched card that contains one piece of microfilm

   d. COM (computer output microfiim) - places information stored in a computer directly on microfilm

3. List three advantages of micrographics for filing.

   Can list any three of the following:

   saves space
   documents can be duplicated inexpensively
   accurate filing
   security
   easier to handle
   efficient retrieval

True or False:

T 4. Some microfiled records are stored in two different locations for protection.

F 5. If you decide to enter the word processing field, it will not be necessary for you to understand filing and filing techniques.

Matching:

f 6. Original documents are photographed and reduced on a roll of film

c 7. Places information stored in a computer directly on microfilm

d 8. Makes it possible to see what is on microfilm

a 9. Photographically reducing information on paper to some type of film

b 10. Punched card that contains one piece of microfilm

a. Micrographics

b. Aperture card

c. COM (computer output microfilm)

d. Reader

e. Microfiche

f. Microfilm

OFFICE MACHINES MODULE

UNIT VI-D - DECISION MAKING/PRIORITIES

In this module students will participate in a word processing simulation called Word Processing Concepts. This simulation has an instructor's manual available for this simulation, and you should evaluate your students' work according to the manual.

Fill out the student checklist for Job Sheet 1.

The answer key to Information Sheet VI-D-3 and Information Sheet VI-D-3a follows. (These answers can vary slightly.)

OFFICE PROCEDURES MODULE

UNIT VI-D

INFORMATION SHEET VI-D-3

Directions: Using your decision making skills, list the following items in priority order and give a brief explanation of the reasons for priority. (There are eight items.)

7 You receive a letter from a high school student who is interested in working in the field of word processing. The student wants information as to what courses are needed and what is expected of a word processor.

1 The telephone is ringing.

2 You receive a RUSH item that needs transcribed for your supervisor.

4 You notice that you are nearly out of typewriter ribbons and/or word processor ribbons.

5 A report needs editing by 2 o'clock tomorrow afternoon for a meeting.

3 You need to get prices for the new word processing equipment for your supervisor. The prices are needed for a meeting tomorrow morning at 9 o'clock.

8 A report needs edited for a meeting on Tuesday of next week.

6 You need to fill out a reply card and mail it so that you will receive a free sample of a new word processing product that interests your supervisor.

OFFICE PROCEDURES MODULE

UNIT VI-D

INFORMATION SHEET VI-D-3a

Directions: Using your decision making skills, list the following items in priority order and give a brief explanation of the reasons for priority. (There are six items.)

__3__ The mail has just arrived.

__2__ Your supervisor brings you a RUSH item that is needed as soon as possible.

__1__ The telephone is ringing and the receptionist is on break.

__5__ You need to write a letter to a local high school confirming plans for a tour of your office next Wednesday.

__4__ A report needs edited for a meeting this afternoon at 1 o'clock.

__6__ A report needs edited for a meeting next Wednesday morning at 10 o'clock.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

In this module, you will have to prepare some of the information sheets and tests yourself in order to fit your specific word processing equipment. For example, Information Sheet VII-1, Information VII-2, Test VII-1, Test VII-2, and the post test are not included with this curriculum. You will have to prepare these materials yourself to fit the specific type of word processing equipment that you plan to use in your classes. These materials are important and need to be included; therefore, they are listed on the student job sheets.

It is suggested that the post test on the basic operations of the word processing equipment be a combination of the following:

(a) Written test on the basic principles of the word processing equipment

(b) Oral test on how to perform some of the functions of the word processing equipment

(c) Performance test on actual operations of the word processing equipment

There are many word processing machines available, and most of the machines do not operate in exactly the same manner even though they do similar functions. Therefore, it will be necessary for you to go through this module carefully and revise the student job sheets and additional materials to conform to your specific word processing equipment.

You can use Information Sheet VII-3 as the answer key to Job Sheet 3, Information Sheet VII-5 as the answer key to Job Sheet 5 and Information Sheet VII-14 as the answer key to Job Sheet 14.

Answer keys to Information Sheet VII-4, Information Sheet VII-6, Information Sheet VII-7, and Job Sheet 12 follow.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

INFORMATION SHEET VII-4

This is what the letter typed in Job Sheet 3 should look like after the students have made their revisions.

Current Date

(Their inside address)

Dear (Their last name):

Thank you for your recent purchase of an electronic typewriter from our Office Machines Department. I hope that you are satisfied with your new typewriter and that we will have the opportunity to serve you again in the near future.

As part of our service offered by our company to our preferred customers, we are writing you in advance of our Spring Sale. Every item in our store will be reduced drastically. I hope that you will stop in Tuesday, April 21, between 12 and 4 p.m. to see these excellent values. I mentioned these specific hours because they have been reserved for our preferred customers. This sale will not be published to the general public until Thursday, April 23, so that our preferred customers may have first choice of these great values.

Of course, we will offer the same free delivery and installation service that we do on a regular basis. As an added service, we will also offer the advice of our trained office consultants during these hours at no extra charge.

I hope you will stop in to take advantage of this opportunity to "clean up" on some of the best values in town! Please let me know if I can be of service to you. I will be looking forward to seeing you in our store on Tuesday, April 21.

Sincerely,

Blanche Plum
Manager

ref

ANSWER KEY TO INFORMATION SHEET VII-6

LACK OF COMMUNICATIONS: THE MOST COMMON DEFICIENCY

BY THOMAS R. ALLEN, JR.

The most common deficiencies noted by employers of younger employees are related to a lack of COMMUNICATIONS skills. In a recent survey conducted with employers, the results decidedly revealed that most problems are either directly or indirectly related to poor COMMUNICATIONS. The noted deficiencies include many aspects of both written and oral COMMUNICATIONS.

DEFICIENCIES IN WRITTEN COMMUNICATIONS

Employers most frequently noted the following points concerning written COMMUNICATIONS:

1. Poor handwriting is the leading cause of complaint of both young and older workers.

2. Misspelling is the second leading complaint in written COMMUNICATIONS. Employers often find that students cannot spell even the simplest words and often send out correspondence which contains misspelled words.

3. There is a lack of sentence variety--in other words, monotonous sentence structure.

4. Little knowledge of grammatical classification is displayed. There seems to be a lack of understanding of the clause and the ability to recognize the four basic sentence types: simple, compound, complex and compound-complex.

5. An absence of rhetorical classification is in evidence, thus, there is little knowledge that sentences may be classified rhetorically as normal, periodic, parallel and balanced.

6. There is a lack of knowledge of effective paragraphing. In other words, sentences which describe different ideas and thoughts are run together.

7. There is too much emphasis on "I" and "we" instead of "you." Employers note that paragraphs too often begin with "I," and "you" is seldom included.

8. Often one or more of the "5 W" questions, who, what, when, where or why, is missing, which makes the communication seem blunt or confusing.

9. Last but certainly not least is poor reading ability. It appears that far too many high school juniors, seniors and graduates display both reading speed and comprehension at an elementary school level.

PITFALLS IN ORAL COMMUNICATIONS

Even more noticeable in oral than in written COMMUNICATIONS is a depressing lack of the use of the "5 W's" when passing on information or describing a situation. Youngsters invariably omit an important bit of information in describing an event.

There seems to be a decrease in the use of tact and an increase in bluntness in oral business COMMUNICATIONS. Employers often state that they seldom observe their younger employees exhibiting tact in daily transactions with customers or the general public. Several employers have acknowledged that this is one of the leading causes of customer complaints.

Most employers commented on one or more phases of poor telephone usage:

1. Failure to answer promptly and/or identify oneself.

2. Failure to terminate telephone calls courteously.

3. Failure to adequately explain a co-worker's absence from the office. Statements like, "He's out to coffee" or "She hasn't come in yet" give the wrong impression.

4. Failure to take accurate messages. A good message includes the called person's name, firm name and number, date and time, message and action taken.

5. Failure to leave word when they leave the office.

6. Failure to project a good telephone image--using slang instead of business-like phrases.

Employers often find that young employees fail to listen to what they are told. In addition, they often comment on what they thought someone meant without first making sure they understand. In other words, if they fail to comprehend what is said, they often do not ask a question to clarify the misunderstanding.

JOINT EFFORT

Since a lack of written and oral COMMUNICATIONS skills heads the list of deficiencies noted by employers of young employees, school personnel have their "work cut out for them." A joint effort by school personnel and concerned employers is essential in order to help identify and correct COMMUNICATIONS deficiencies.

(Taken from "The Balance Sheet," October, 1979)

INFORMATION SHEET VII-7 ANSWER KEY

# LET'S PREPARE STUDENTS FOR WORD PROCESSING

by Marietta Spring

Word processing is a rapidly developing and expanding field in business and industry. Although it is difficult to predict the number of future graduates who will be employed in secretarial positions in word processing centers, it can be assumed that these graduates will need a knowledge of and preparation for word processing regardless of the types of jobs in which they are engaged.

Secretaries in business organizations have been processing words for years by performing both typing and nontyping tasks as their job situations prescribe. However, with the advent of word processing and more sophisticated office machines, the duties and responsibilities of office employees have changed. In today's modern business organization with a word processing center, work is divided between two groups of workers called correspondence secretaries and administrative secretaries. The job titles tend to dictate the kind of tasks performed by word processing secretaries; and generally, the secretarial activities are coordinated and directed by a supervisor.

## TYPING AND NONTYPING JOB TASKS

Exactly what typing and nontyping tasks are performed by word processing secretaries and supervisors? The results of the research study revealed two distinct classifications.

(1) tasks performed more frequently by correspondence secretaries than by supervisors

(2) tasks performed more frequently by supervisors than by correspondence secretaries.

There appeared to be some overlap in both the typing and nontyping tasks performed by word processing secretaries and their supervisors. Although word processing supervisors were responsible for most nontyping activities, correspondence secretaries also performed some nontyping tasks. These activities included the following: performing receptionist duties, establishing work priorities, using direct distance dialing and interpreting an office procedures manual.

Correspondence secretaries principally performed typing tasks and produced the following output: one-page and multipage letters, interoffice memorandums, statistical reports, multipage documents, form letters using standard paragraphs, itineraries, and information on preprinted forms. In addition, correspondence secretaries transcribed from recorded dictation and edited material during transcription and keyboarding.

EMPLOYMENT TESTS ADMINISTERED

The investigation sought to determine the kind of typing test and the kind of clerical test administered to applicants of word processing positions. Most organizations preferred the five-minute typewriting test as a method for determining the typewriting speed for secretaries entering word processing work. Several organizations gave production tests which included: (1) the typing of a business letter, (2) a legal document,

(3) a statistical report, and (4) transcribing from recorded dictation.

Clerical tests on basic mathematics, English grammar, filing, proofreading, and spelling generally were not administered to word processing applicants. Yet, the supervisors interviewed stressed the importance of competencies in communication and proofreading skills as requisites for word processing work.

## WORD PROCESSING INSTRUCTION

What should be included in the secretarial student's word processing preparation? The subsequent paragraphs provide a few suggestions for teaching word processing.

If word processing equipment is available, instruction in the operation of dictating and transcription units, magnetic media and memory typewriters, and text-editing machines should be given. Proficiency in keyboarding job tasks frequently performed by correspondence secretaries is essential. Transcription, proofreading, and editing skills must be developed through the production of one-page letters, multipage documents, and statistical reports. Word processing simulations might be used. Students should plan and establish work priorities, log tasks as they are keyboarded, and reproduce the output.

Not only must business educators provide instruction and practice in machine transcription, but they should teach the art of dictation. Often an administrative secretary who works in a word processing center is asked to help with the composition and dictation of material to be recorded for transcription. Even a

correspondence secretary may have the opportunity to advance and become a word originator. Therefore, the practice of dictating into a recording machine would be beneficial to all future word processing personnel.

Students should become oriented to the word processing environment through visits to centers and by reading about word processing in professional journals and in case studies. As potential correspondence secretaries, students should be made aware that they will type almost continuously within a group and that they may serve several word originators. Students should become aware of the challenge in the word processing field. Equally important, business students must become cognizant of the problems that might be encountered in converting to a word processing system and in operating a center. Since word processing is people-oriented, the human aspects of word processing should be stressed.

How should word processing be taught? If word processing equipment is available for classroom use, a single word processing course could provide the basis for instruction. Suggested topics for such an introductory course are:

1. Theory and development of word processing systems
2. Word processing personnel
3. Human aspects of word processing
4. Development of word processing skills and simulations
5. Word processing and the computer
6. The office of the future

If word processing equipment is unavailable, then business educators have a responsibility to integrate word processing into other business courses--office machines, office procedures, production typewriting, transcription, or general business.

Like data processing, word processing is here to stay. Educators should study carefully ways to teach word processing in the business curriculum. If a separate course in word processing cannot be offered, consideration should be given to the possibility of integrating word processing into existing courses.

If, however, it is economically feasible, a basic word processing course should be introduced into the curriculum. Students would profit immensely from hands-on classroom experience in the use of dictation units, magnetic media and memory typewriters, and text-editing devices. Emphasis should be placed upon the typing and nontyping tasks performed by correspondence secretaries. Some provision should be made for administering a practice test for word processing employment.

The implementation of word processing should be an integral part of the business curriculum. Let's prepare students for word processing!

(Taken from the Journal of Business Education, March, 1979)

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 12

Current Date

Mr. John G. Blaze
222 Bryce Avenue
Alma, WV 26320

Dear Mr. Blaze:

You have not used your time-payment charge card for over a year now. That means you probably have missed out on some tremendous values.

You will always find special values at Wishes Furniture Department, and your charge account is a convenient way to take advantage of these special values.

Stop in soon, won't you? Our time-payment charge account customers are especially valued at Wishes Furniture Department.

Sincerely,

Agnes Eastham
Account Program Supervisor

ref

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 12

Current Date

Ms. Deborah Davis
513 West Third Street
St. Marys, WV 26170

Dear Ms. Davis:

You have not used your regular charge card for over a year now. That means you probably have missed out on some tremendous values.

You will always find special values at Wishes Boutique & Salon, and your charge account is a convenient way to take advantage of these special values.

Stop in soon, won't you? Our regular charge account customers are especially valued at Wishes Boutique & Salon.

Sincerely,

Agnes Eastham
Account Program Supervisor

ref

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 12

Current Date

Ms. Christina Hooley
214 Maple Lane
Sistersville, WV 26175

Dear Ms. Hooley:

You have not used your preferred charge card for over a year now. That means you probably have missed out on some tremendous values.

You will always find special values at Wishes Junior World, and your charge account is a convenient way to take advantage of these special values.

Stop in soon, won't you? Our preferred charge account customers are especially valued at Wishes Junior World.

Sincerely,

Agnes Eastham
Account Program Supervisor

ref